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ABSTRACT

A study evaluated the Title 1 Reading Program that served 5,298 underachieving pupils in grades 1 through 8 in the Columbus, Ohio, public schools. The program provided service to 76 public elementary schools, 24 public middle schools, and 14 nonpublic schools. Program teachers provided small group instruction to strengthen reading skills in grades 1-8. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. The Metropolitan Achievement Tests, Sixth Edition (MAT6) were administered to grades 3-8 in the spring of 1996. The Metropolitan Achievement Tests, Seventh Edition (MAT7) were administered to grades 1-8 in the spring of 1996. Results indicated that: (1) of the treatment group of 3,783 pupils, 3,534 (93.4%) displayed over time each of 3 strategic processing behaviors (constructing meaning, monitoring reading, and integrating sources of information; (2) 3,536 (94.3%) of 3,751 pupils in a treatment group read either 5 or more books at level 8 or above (grade 1) or 10 or more books (grade 2); (3) for aggregate achievement scores in Comprehension in an evaluation sample of 2,839 pupils, the average change score across grades was 6.5 NCE (normal curve equivalent) points; and (4) 4,877 different parents or guardians were involved in one or more parent involvement activities. The following recommendations were made to strengthen the 1996-97 Title I Reading Room: (1) continue the program; (2) ways to improve attendance need to be studies; (3) Federal and State Program Evaluation should monitor record keeping and data collection; and (5) administration and staff should work with program teachers on joint planning. (Contains 16 figures of data.) (RS)

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ED 412 514

Elementary and Secondary Education Act--Title I

FINAL EVALUATION REPORT
1995-96

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TITLE I READING PROGRAM

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Elementary and Secondary Education Act-Title I

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
TITLE I READING PROGRAM
1995-96

Executive Summary

Program Description: The Title I Reading Program served 5298 pupils. Funding of the component was made available through the Elementary and Secondary Education Act-Title I of Title I of 1965, reauthorized by the Hawkins-Stafford Elementary and Secondary School Improvement Amendment of 1988.

The purpose of the Title I Reading Program was to provide assistance to selected underachieving pupils in grades 1 through 8 in order that they might attain more fully their potential by improving their language and reading skills. The program featured small group instruction arranged according to pupil needs, as determined by continued cooperation between the program teacher and the classroom teacher. Inservice sessions were provided for various subgroups of program teachers.

The program provided service to 76 public elementary schools, 24 public middle schools, and 14 nonpublic schools. The schools were staffed with 158 Title I program teachers.

Time Interval: For evaluation purposes, the program started on September 25, 1995 and ended May 3, 1996. This provided a maximum of 135 days for grades 1-8. Each Desired Outcome had a pupil attendance criterion of attending 50 percent of scheduled program days for inclusion in the sample or treatment group.

Activities: Program teachers provided small group instruction to strengthen reading skills. Consultation with classroom teachers and parents was emphasized in order to provide for individual pupil needs.

Desired Outcomes: Desired Outcome 1 stated that at least 50 percent of the pupils (grades 1-8) in the treatment period (those who met the attendance criterion or were discontinued and were English-speaking) will display evidence of each strategic processing behavior at least once during the treatment period when reading appropriate instructional text to the satisfaction of the Title I teacher. Desired Outcome 2 stated that at least 50 percent of the pupils in grade 1 would read at least five books at level 8 or above as certified by Title I teacher, and that at least 50 percent of the pupils in grades 2 and above in the treatment group who were not discontinued would independently read throughout the treatment period a minimum of ten books as certified by the Title I teacher.

Evaluation Design: The Evaluation Design included the Desired Outcomes stated above and the instruments used to measure them. Desired Outcomes 1 and 2 were evaluated by means of locally constructed instruments and/or the district computer files. In previous years guidelines for Federal and State aggregated NCE change scores required an aggregate gain of at least 2.0 NCEs in Reading Comprehension at the building level. Norm-referenced tests were administered in a spring-to-spring testing cycle to evaluate the aggregate gain. The *Metropolitan Achievement Tests, Sixth Edition (MAT6)*, were administered to grades 1 and 2, and the *California Achievement Tests* (CAT, 1985) were administered to grades 3-8 in the spring of 1996. The *Metropolitan Achievement Tests, Seventh Edition* (MAT7) were administered to grades 1-8 in the spring of 1996. Analyses of the pretest to posttest data used for determining the aggregate gain were primarily in terms of NCE change scores. Although not part of the evaluation design, parent involvement information was also collected by program teachers.

Major Findings: The information collected on the Pupil Data Sheets indicated the program served 5298 public and nonpublic pupils. The average daily membership in the program was 3975.4 pupils. The average days of enrollment (days scheduled) per pupil was 100.2 days and the average attendance (days served) per pupil was 81.4 days.

Desired Outcome 1 stated that at least 50 percent of the pupils (grades 1-8) in the treatment period (those who met the attendance criterion or were discontinued and were English-speaking) will display evidence of each strategic processing behavior at least once during the treatment period when reading appropriate instructional text to the satisfaction of the Title I teacher. This outcome was achieved. Of the 3783 pupils in the treatment group, 3534 pupils (93.4%) met the criterion.

Desired Outcome 2 stated that at least 50 percent of grade 1 treatment group pupils would read five books at or above text reading level 8 as certified by the Title I teacher and that at least 50 percent of grade 2 and above treatment group pupils, who were not discontinued, would independently read a minimum of ten books certified by the Title I teacher. This Desired Outcome was met at every grade. Of the 3751 pupils in the treatment group, 3536 (94.3%) of the pupils read the requisite number of books for their grade.

Additional analyses of aggregate achievement scores for Comprehension (advanced skills) for grades 2-8 were conducted as previously required by Federal and State guidelines. For Comprehension the aggregate achievement scores for grades 2-8 showed that for the evaluation sample of 2839 pupils the average change score across grades was 6.5 NCE points. Changes ranged from 0.9 NCEs in grade 2 to a change of 13.5 NCEs in grade 5.

Parent involvement data indicated that an unduplicated count of 4877 parents of pupils in treatment were involved in one or more parent involvement activities, and that 92.0% of pupils in the treatment group had one or more parents who were involved.

Recommendations

The following recommendations are made to strengthen the 1996-97 Title I Reading Program:

1. Since the program was highly successful in achieving each of its Desired Outcomes, it is strongly recommended that the program be continued.

2. Of the 5298 pupils served in grades 1-8, only 3783 (71.4%) met criterion to be included in any treatment group, i.e. attended 50 percent of time. Ways to improve attendance need to be studied.

3. Federal and State Program personnel should continue to provide supervision through inservice to create a strong support system for program teachers and to enhance program continuity.

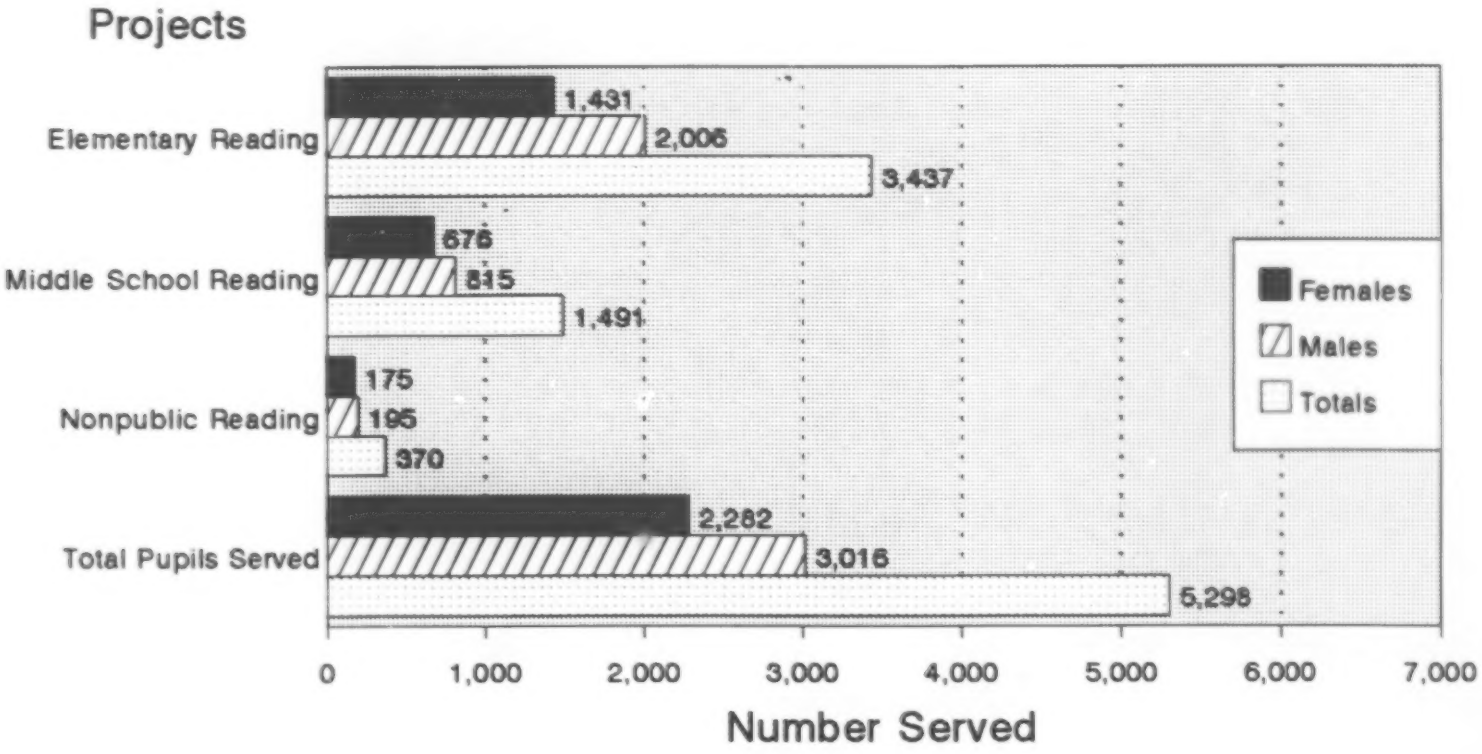
4. The Department of Program Evaluation should be provided the opportunity to monitor record keeping and data collection. This would help to assure the validity of data collected.

5. Administrators and staff should develop a plan to insure that joint planning with program teachers is occurring. Teacher schedules and locations in a building have sometimes acted as constraints to more frequent and formal joint planning particularly at the middle school level.

Title I Reading Program 1995-96

Number of All Pupils Served by Project and Gender

FIGURE 1



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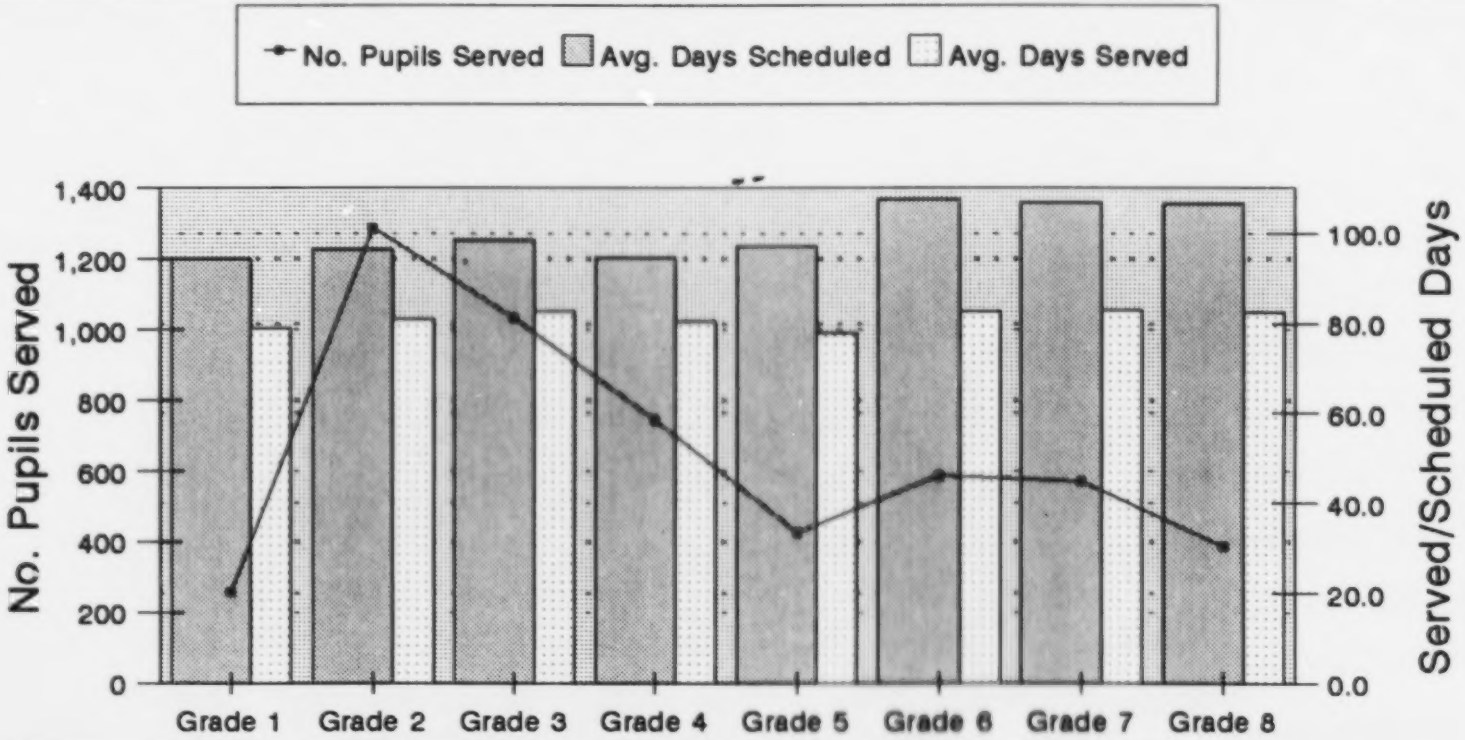
P:\HG3\DATA\REED9596\FIGURE01.CH3 (FRPT1)

Title I Reading Program 1995-96

No. Pupils Served and Average Days Scheduled and Served by Grade

FIGURE 2



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No. Pupils Served	257	1,289	1,034	746	427	586	572	387
Avg. Days Scheduled	94.4	96.4	98.4	94.5	97.2	107.5	106.7	106.6
Avg. Days Served	78.8	80.9	82.6	80.5	78.0	82.7	83.0	82.3

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Elementary and Secondary Education Act--Title I
Final Evaluation Report
1995-96

TITLE I READING PROGRAM

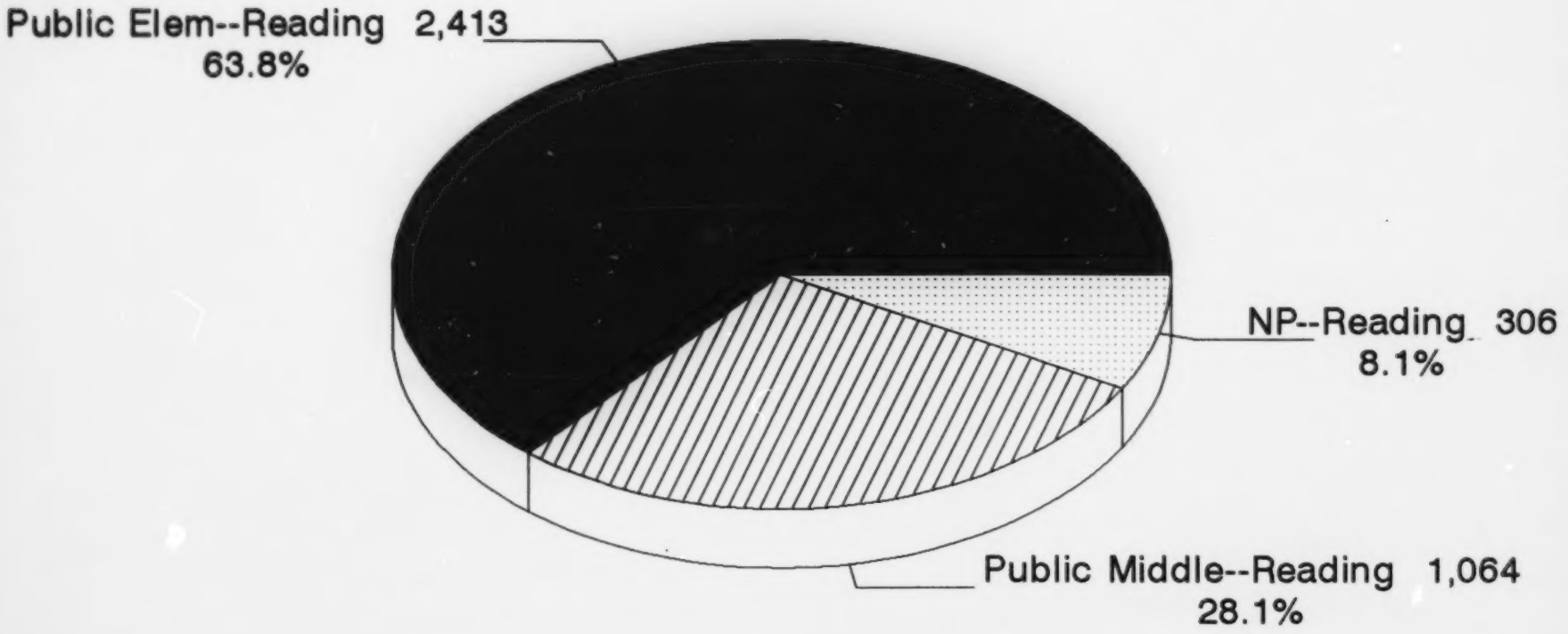
Desired Outcome 1

Desired Outcome 1: At least 50 percent of the pupils in grades 1-8 who attended the program at least 50 percent of the treatment period or were discontinued will display evidence of each strategic processing behavior at least once during the treatment period when reading appropriate instructional text to the satisfaction of the Title I teacher.

Title I Reading Program 1995-96

Number and Percent of Pupils in Treatment Group by Project for Desired Outcome 1

FIGURE 3



The total number in the treatment group for Desired Outcome 1 consisted of 3,783 Pupils.

P:\HG3\DATA\REED9596\FIGURE03.CH3 (FRPT116)

Desired Outcome 1 Results for 1995-96

Elementary and Secondary Education Act--Title I

- The charts which follow present the analysis of the number and percent of pupils in the treatment group who met the performance criterion for Desired Outcome 1 which states: At least 50 percent of the pupils in grades 1-8 who attended the program at least 50 percent of the treatment period or were discontinued will display evidence of each strategic processing behavior at least once during the treatment period when reading appropriate instructional text to the satisfaction of the Title I teacher.

- The charts indicate the grade, number of pupils in treatment, number of pupils meeting the performance criterion, and the percent of pupils meeting performance criterion. Major findings are presented in summary statements below and in charts for your convenience.

- Summary Statements for all public and nonpublic reading (grades 1-8) project pupils.

  > Of the 3783 pupils in the treatment group, 3534 (93.4%) met the performance criterion for Desired Outcome 1.
  > All grades in the overall program met the 50 percent performance criterion for Desired Outcome 1.

- Summary Statements for Public Elementary Reading.

  > Of the 2413 pupils in the public school elementary reading treatment group, 2214 (91.8%) met the performance criterion for Desired Outcome 1.
  > All grades in the public elementary project met the 50 percent performance criterion for Desired Outcome 1.

- Summary Statements for Public Middle School Reading.

  > Of the 1064 pupils in the public middle school reading treatment group, 1016 (95.5%) met the performance criterion for Desired Outcome 1.
  > All grades in the public middle school project met the 50 percent performance criterion for Desired Outcome 1.

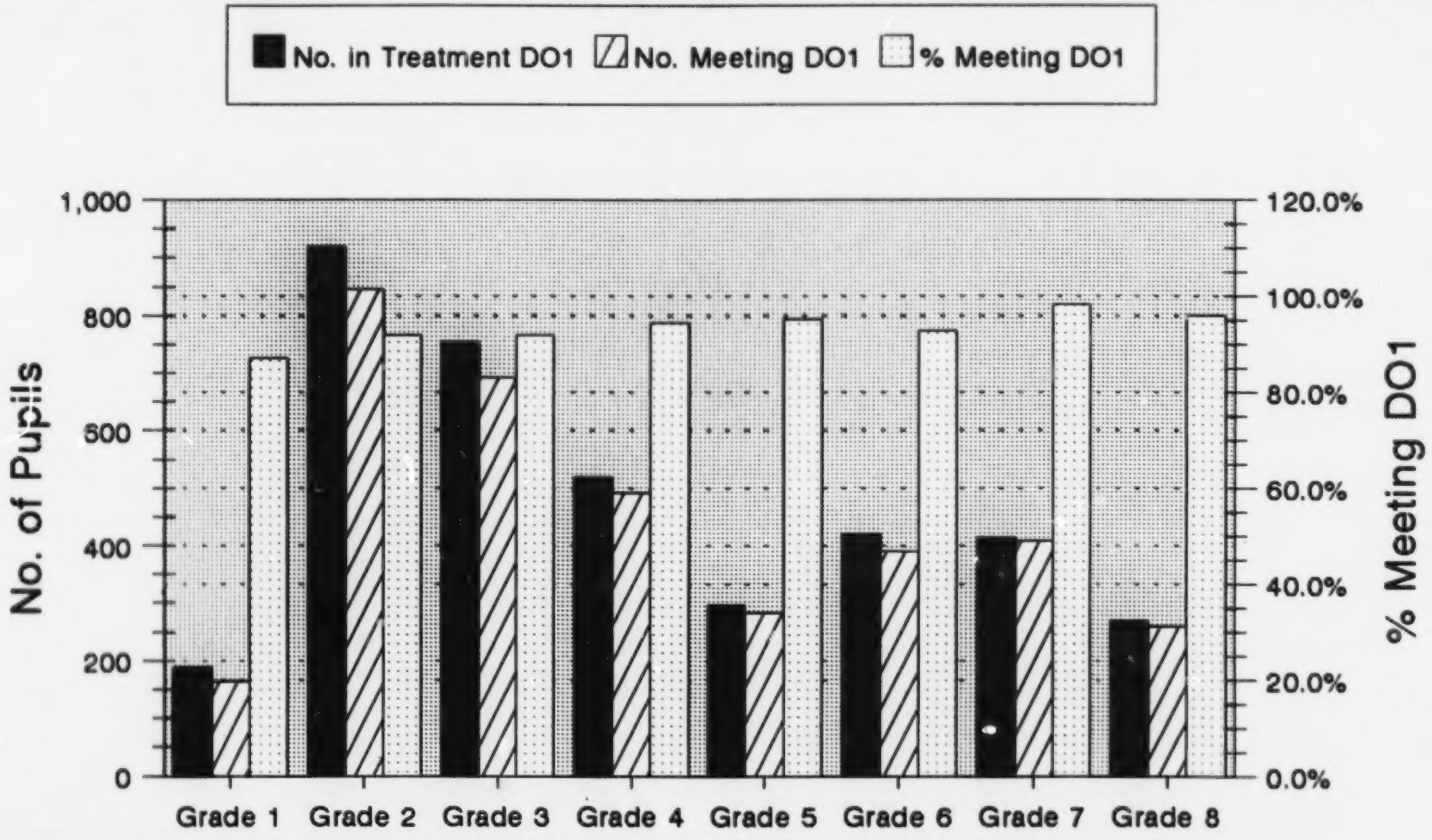
- Summary Statements for Nonpublic Program Reading.

  > Of the 306 pupils in the reading treatment group, 304 (99.3%) met the performance criterion for Desired outcome 1.
  > All grades in the nonpublic project met the 50 percent performance criterion for Desired Outcome 1.

Title I Reading Program 1995-96

Number and Percent by Grade for All Pupils in Treatment Group Meeting Desired Outcome 1

FIGURE 4



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No. in Treatment DO1	188	919	754	519	298	420	415	270
No. Meeting DO1	164	845	693	491	284	390	408	259
% Meeting DO1	87.2%	91.9%	91.9%	94.6%	95.3%	92.9%	98.3%	95.9%

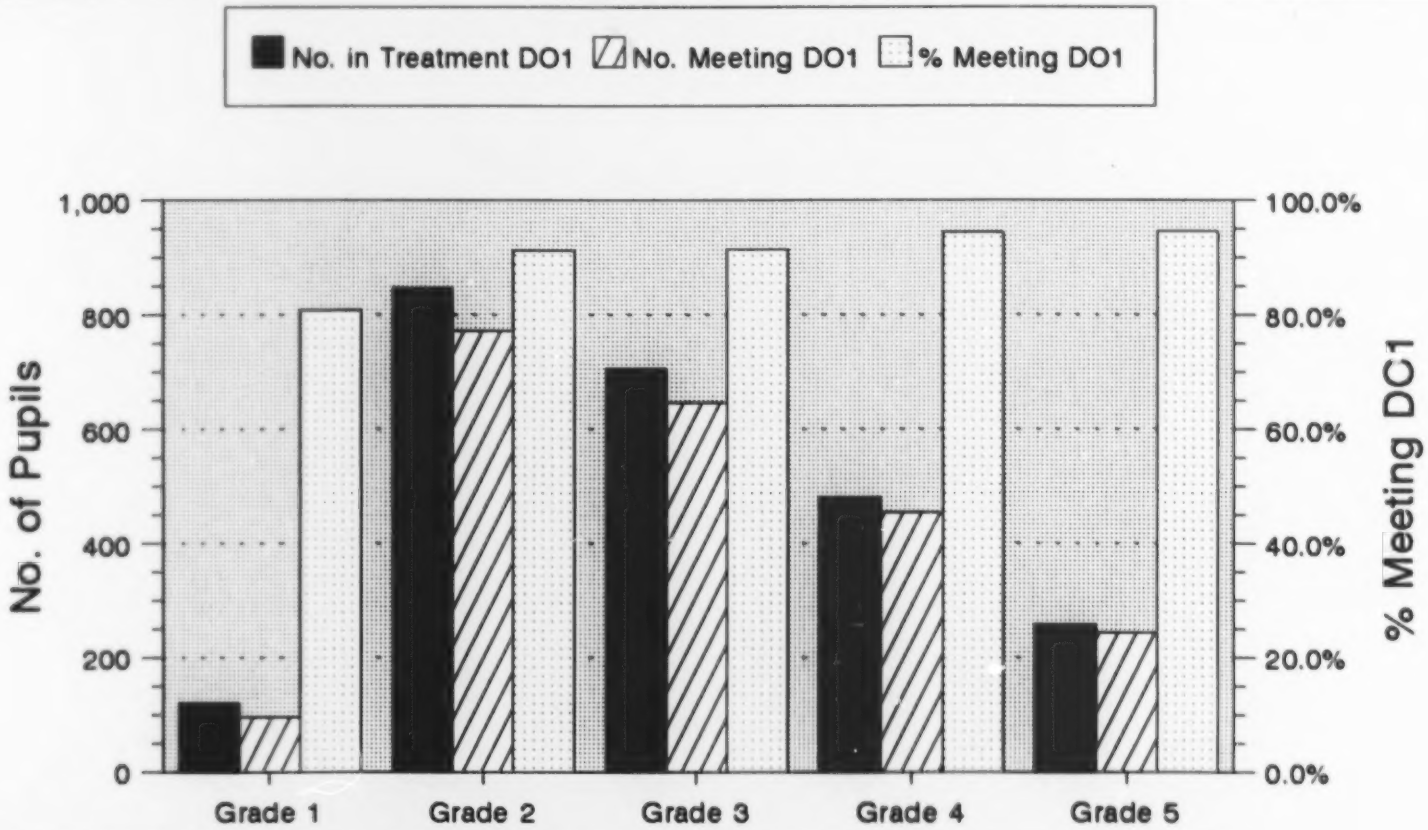
Of the 3783 pupils in the reading treatment group, 3,534 (93.4%) met the performance criterion.

P:\HG3\DATA\REED9596\FIGURE04.CH3 (FRPT116)

Desired Outcome 1: Strategic Processing

Number and Percent of Public Elementary School Pupils Who Met Criterion by Grade

FIGURE 5



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
No. in Treatment DO1	120	846	707	481	259
No. Meeting DO1	97	772	646	454	245
% Meeting DO1	80.8%	91.3%	91.4%	94.4%	94.6%

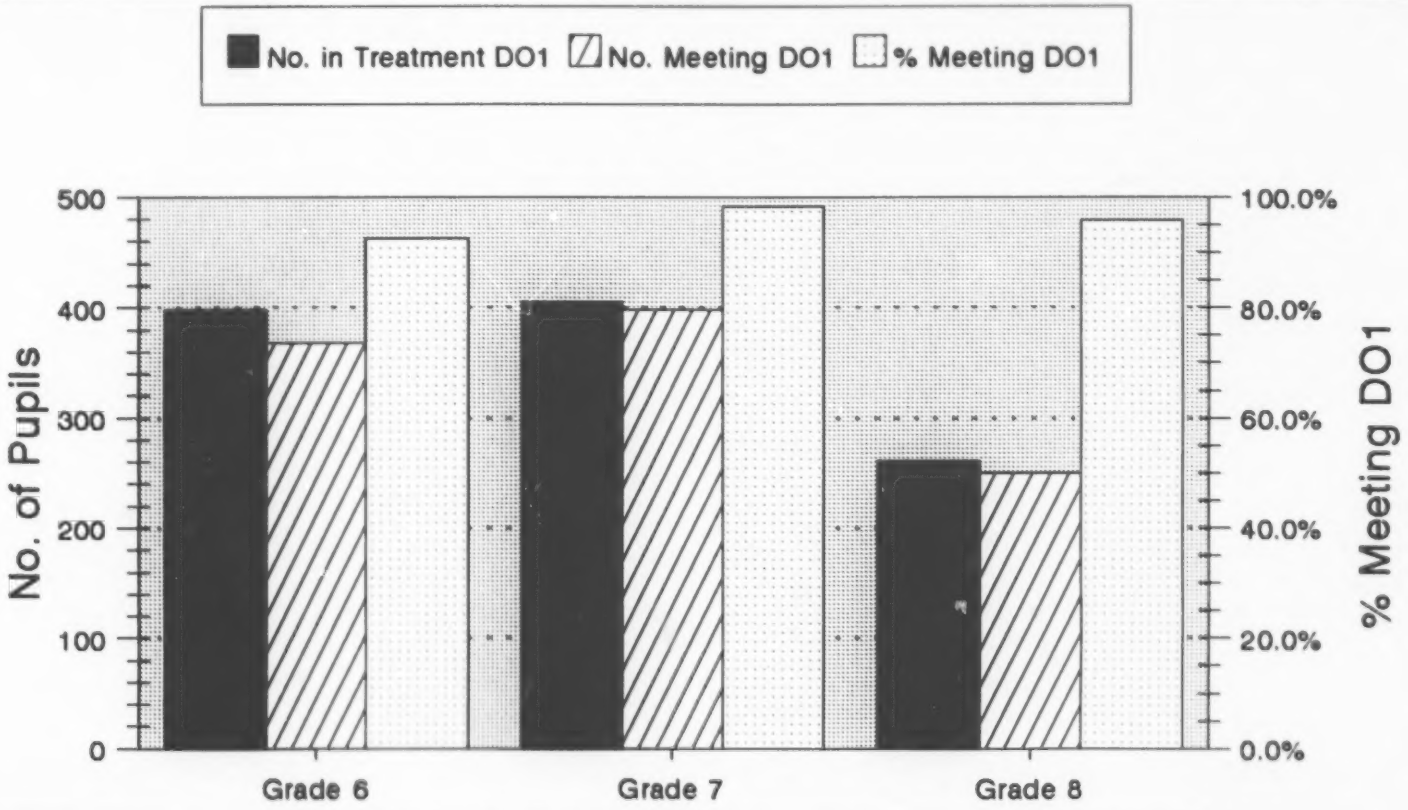
Of the 2,413 pupils in the reading treatment group, 2,214 (91.8%) met the performance criterion.

P:\HG3\DATA\REED9596\FIGURE05.CH3 (FRPT116-117)

Desired Outcome 1: Strategic Processing

Number and Percent of Public Middle School Pupils Who Met Criterion by Grade

FIGURE 6



	Grade 6	Grade 7	Grade 8
No. in Treatment DO1	398	405	261
No. Meeting DO1	368	398	250
% Meeting DO1	92.5%	98.3%	95.8%

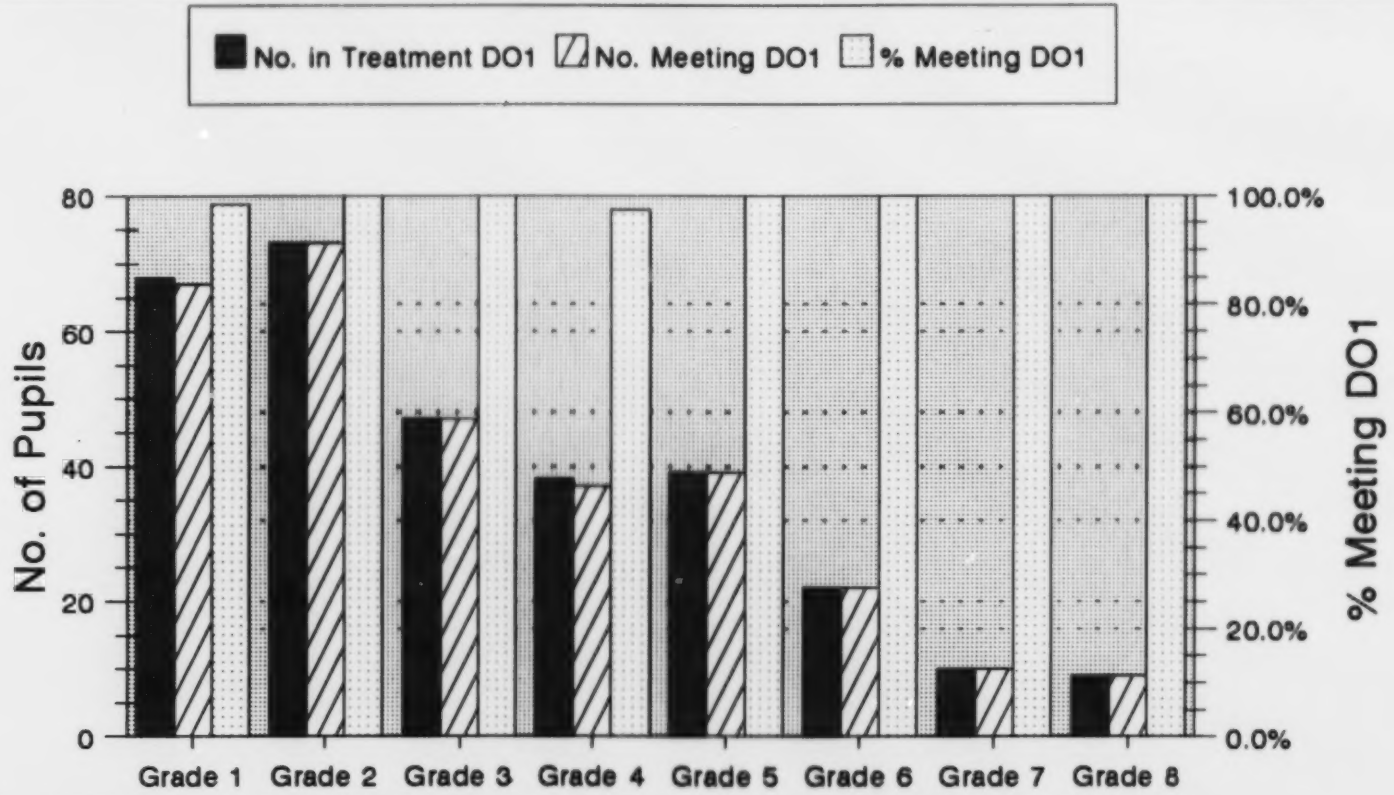
Of the 1,064 pupils in the reading treatment group, 1,016 (95.5%) met the performance criterion.

P:\HG3\DATA\REED9596\FIGURE06.CH3 (FRPT116-117)

Desired Outcome 1: Strategic Processing

Number and Percent of Nonpublic Program Pupils Who Met Criterion by Grade

FIGURE 7



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No. in Treatment DO1	68	73	47	38	39	22	10	9
No. Meeting DO1	67	73	47	37	39	22	10	9
% Meeting DO1	98.5%	100.0%	100.0%	97.4%	100.0%	100.0%	100.0%	100.0%

Of the 306 pupils in the reading treatment group, 304 (99.3%) met the performance criterion.

P:\HG3\DATA\REED9596\FIGURE07.CH3 (FRPT116-117)

Elementary and Secondary Education Act--Title I
Final Evaluation Report
1995-96

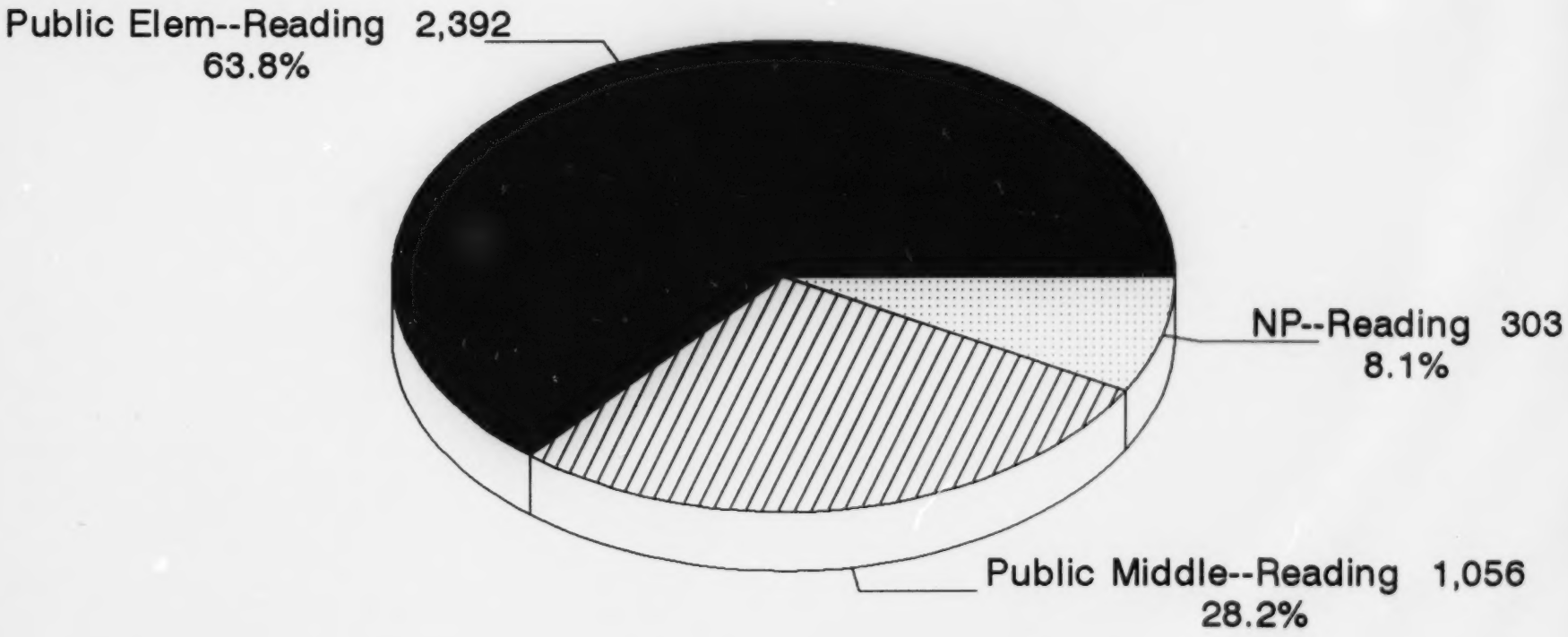
TITLE I READING PROGRAM

Desired Outcome 2

Desired Outcome 2: Of the grade 1 pupils who were discontinued or attended the program at least 50 percent of the treatment period at least 50 percent of the pupils will read at least five books at text reading level 8 or above as certified by the Title I teacher. At least 50 percent of the pupils in grades 2 and above who attended the program at least 50 percent of the treatment period and were not discontinued will independently read throughout the treatment period a minimum of ten books as certified by the Title I teacher.

Title I Reading Program 1995-96

Number and Percent of Pupils in Treatment Group by Project for Desired Outcome 2
FIGURE 8



The total number in the treatment group for Desired Outcome 2 consisted of 3,751 Pupils.

P:\HG3\DATA\REED9596\FIGURE08.CH3 (FRPT133)

Desired Outcome 2 Results for 1995-96

Elementary and Secondary Education Act--Title I

- The charts which follow present the analysis of the number and percent of pupils in the treatment group who met the performance criterion for Desired Outcome 2 which states: Of the grade 1 pupils who were discontinued or attended the program at least 50 percent of the treatment period, at least 50 percent of the pupils will read at least five books at Text Reading level 8 or above as certified by the Title I teacher. At least 50 percent of the pupils in grades 2 and above who attended the program at least 50 percent of the treatment period and were not discontinued will independently read throughout the treatment period a minimum of ten books as certified by the Title I teacher.

- The charts indicate the grade, number of pupils in treatment, number of pupils meeting the performance criterion, and the percent of pupils meeting the criterion. The results are presented in summary statements below, and in charts for your convenience.

- Summary Statements for all public and nonpublic Reading (grades 1-8) project pupils.

  > Of the 3751 pupils in the treatment group, 3536 (94.3%) met the performance criterion for Desired Outcome 2.
  > All grades in the overall program met the 50 percent performance criterion for Desired Outcome 2.

- Summary Statements for Public Elementary Reading.

  > Of the 2392 pupils in the public school elementary reading treatment group, 2278 (95.2%) met the performance criterion for Desired Outcome 2.
  > All grades in the public elementary project met the 50 percent performance criterion for Desired Outcome 2.

- Summary Statements for Public Middle School Reading.

  > Of the 1056 pupils in the public middle school reading treatment group, 967 (91.6%) met the performance criterion for Desired Outcome 3.
  > All grades in the public middle school project met the 50 percent performance criterion for Desired Outcome 2.

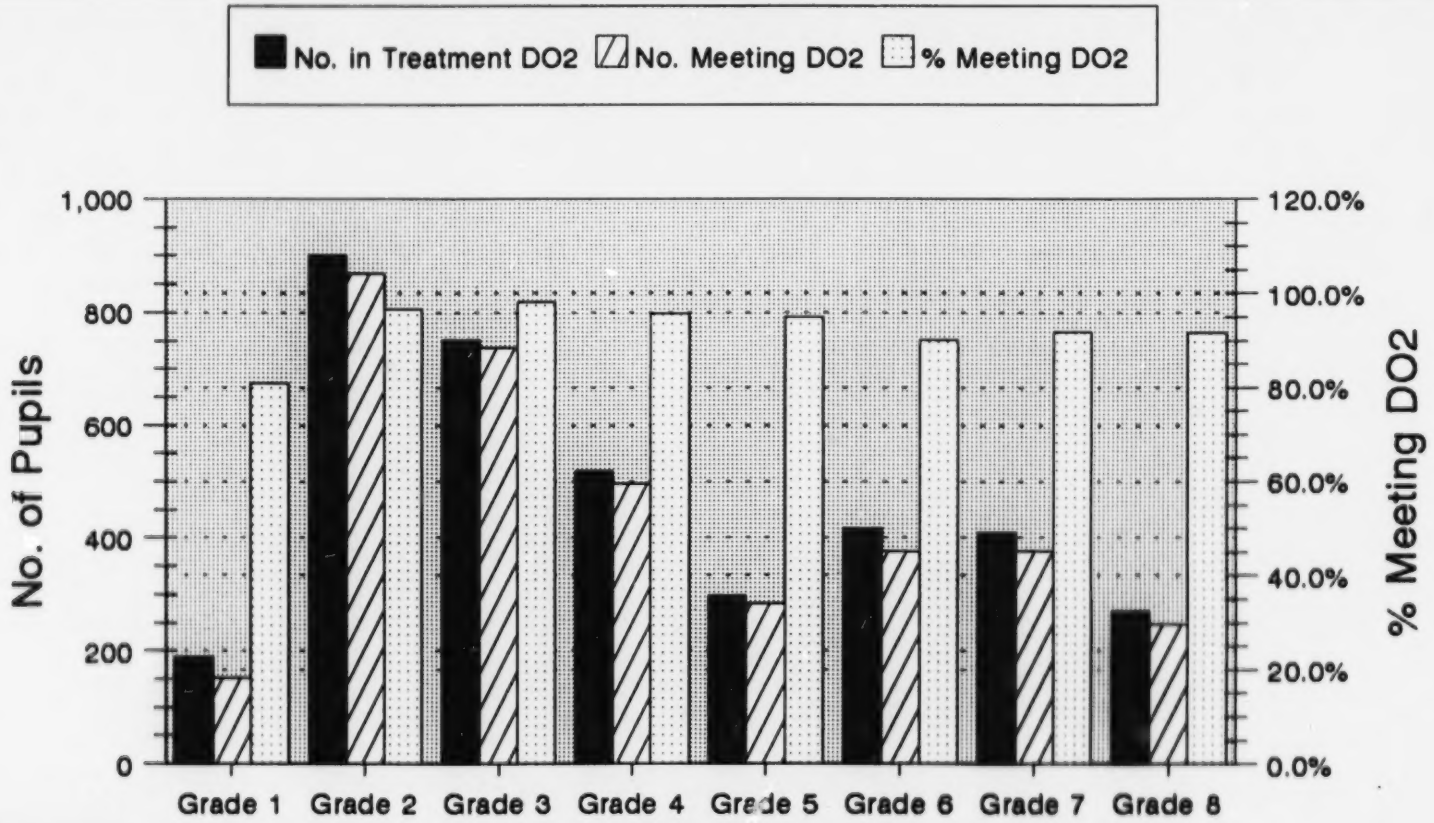
- Summary Statements for Nonpublic Program Reading.

  > Of the 303 pupils in the nonpublic reading treatment group, 291 (96.0%) met the performance criterion for Desired Outcome 2.
  > All grades in the nonpublic project met the 50 percent performance criterion for Desired Outcome 2.

Title I Reading Program 1995-96

Number and Percent by Grade for All Pupils in Treatment Group Meeting Desired Outcome 2

FIGURE 9



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No. in Treatment DO2	188	900	750	518	298	418	409	270
No. Meeting DO2	152	869	736	496	283	377	376	247
% Meeting DO2	80.9%	96.6%	98.1%	95.8%	95.0%	90.2%	91.9%	91.5%

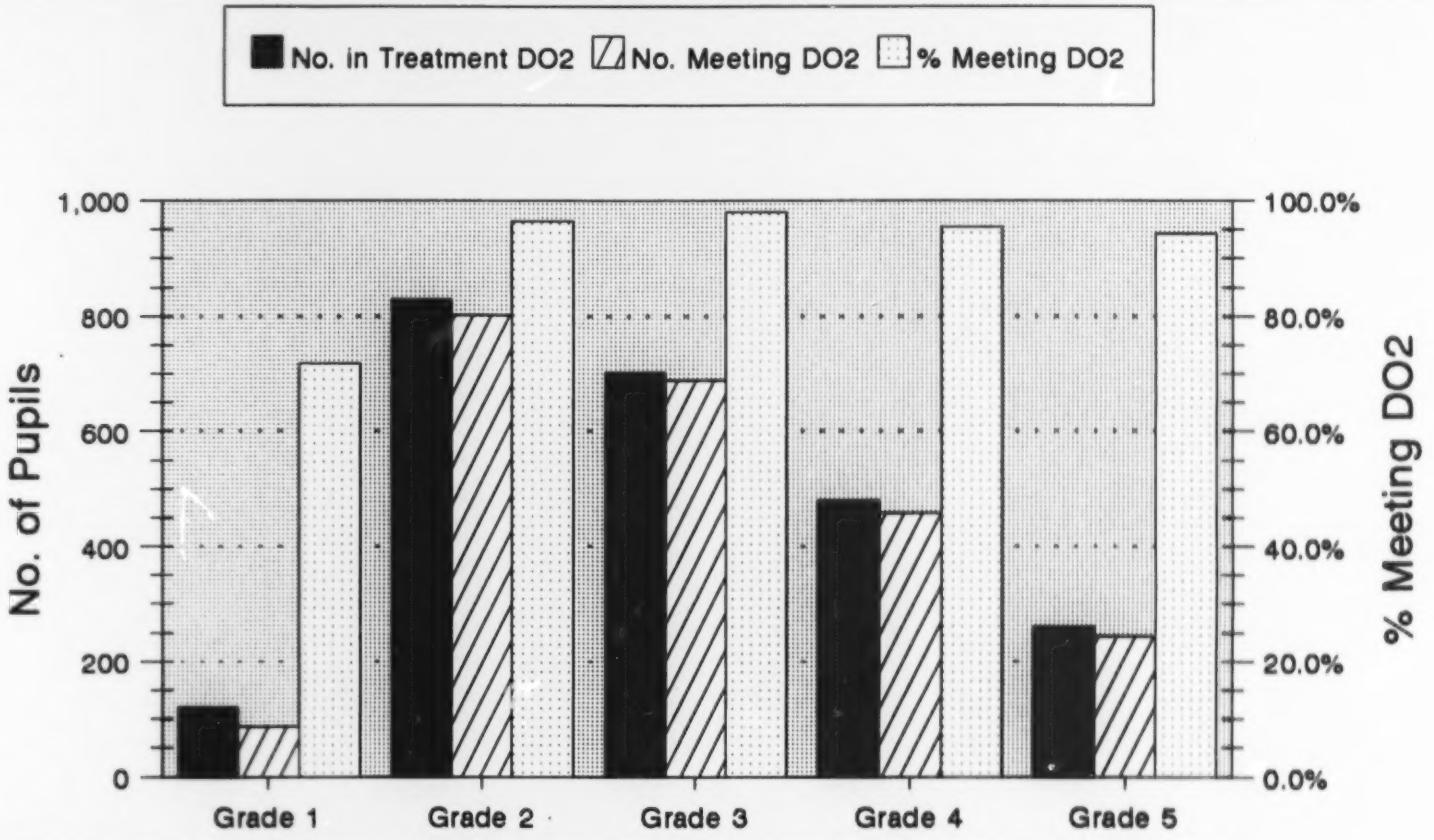
Of the 3751 pupils in the reading treatment group, 3536 (94.3%) met the performance criterion.

P:\HG3\DATA\REED9596\FIGURE09.CH3 (FRPT133)

Desired Outcome 2: Read a Given Number of Books

Number and Percent of Public Elementary School Pupils Who Met Criterion by Grade

FIGURE 10



No. in Treatment DO2	120	830	703	480	259
No. Meeting DO2	86	801	689	458	244
% Meeting DO2	71.7%	96.5%	98.0%	95.4%	94.2%

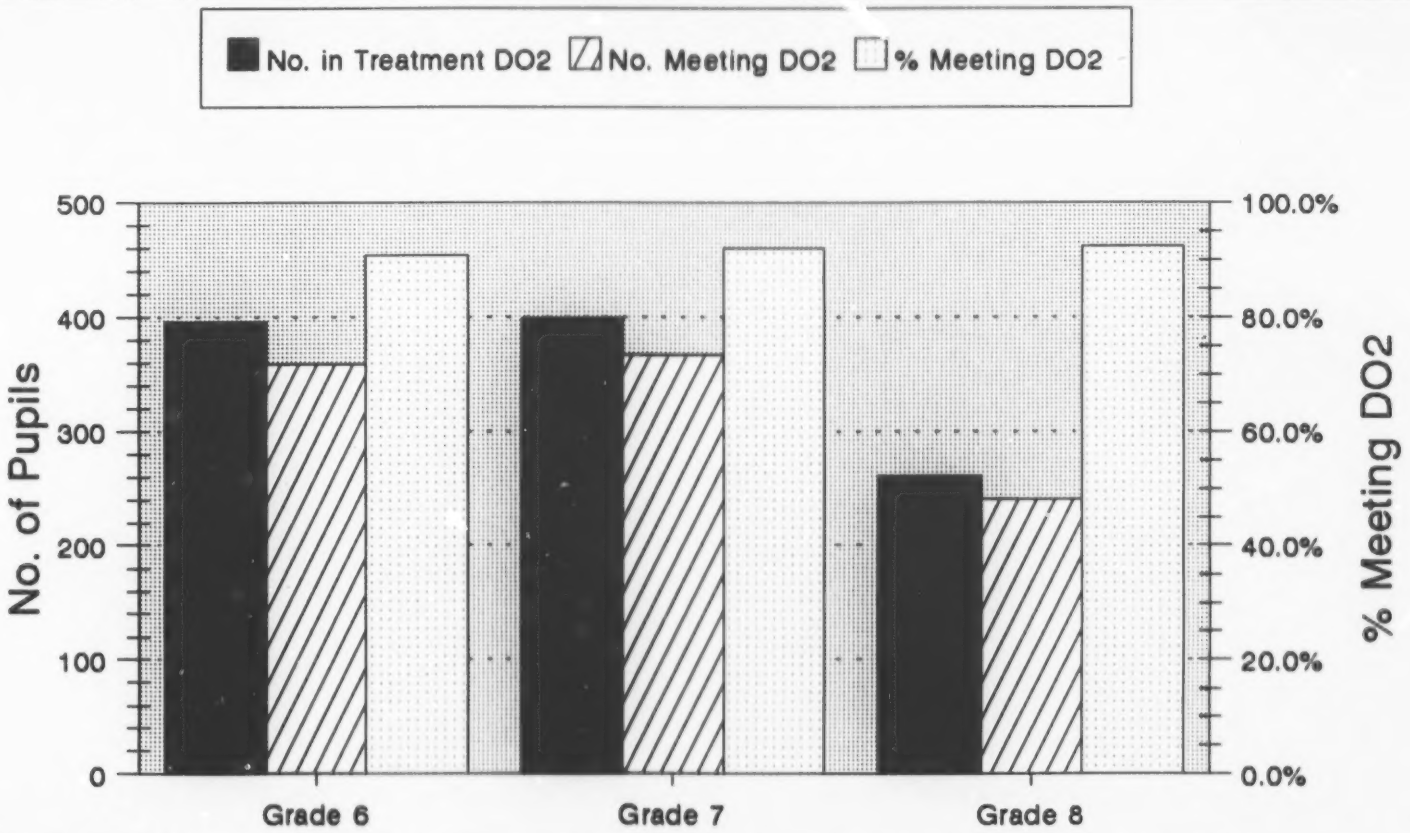
Of the 2,392 pupils in the reading treatment group, 2,278 (95.2%) met the performance criterion.

P:\HG3\DATA\REED9596\FIGURE10.CH3 (FRPT133-134)

Desired Outcome 2: Read a Given Number of Books

Number and Percent of Public Middle School Pupils Who Met Performance Criterion by Grade

FIGURE 11



No. in Treatment DO2	396	399	261
No. Meeting DO2	359	367	241
% Meeting DO2	90.7%	92.0%	92.3%

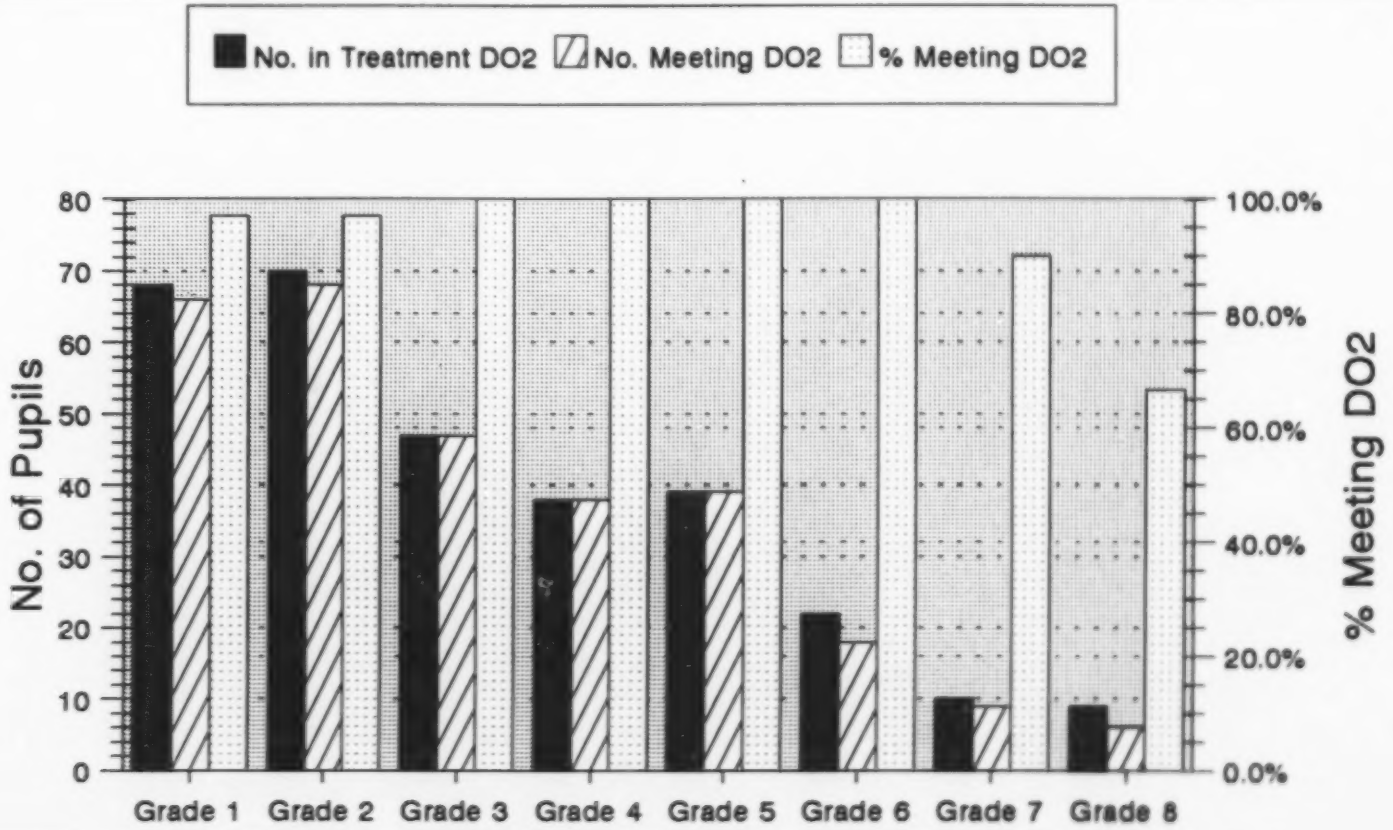
Of the 1,056 pupils in the reading treatment group, 967 (91.6%) met the performance criterion.

P:\HG3\DATA\REED9596\FIGURE11.CH3 (FRPT134-135)

Desired Outcome 2: Read a Given Number of Books

Number and Percent of Nonpublic Program Pupils Who Met Performance Criterion by Grade

FIGURE 12



	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
No. in Treatment DO2	68	70	47	38	39	22	10	9
No. Meeting DO2	66	68	47	38	39	18	9	6
% Meeting DO2	97.1%	97.1%	100.0%	100.0%	100.0%	100.0%	90.0%	66.7%

Of the 303 pupils in the reading treatment group, 291 (96.0%) met the performance criterion.

P:\HG3\DATA\REED9596\FIGURE12.CH3 (FRPT134-135)

Elementary and Secondary Education Act - Title I
Final Evaluation Report
1995-96

TITLE I READING PROGRAM

Standardized Test Results

- Aggregate test data is reported for grades 2-8 for Reading Comprehension. In order to be included in the evaluation sample, a pupil had to attend at least 50% of the treatment period and have both a pretest (spring 1995) and a posttest (spring 1996).

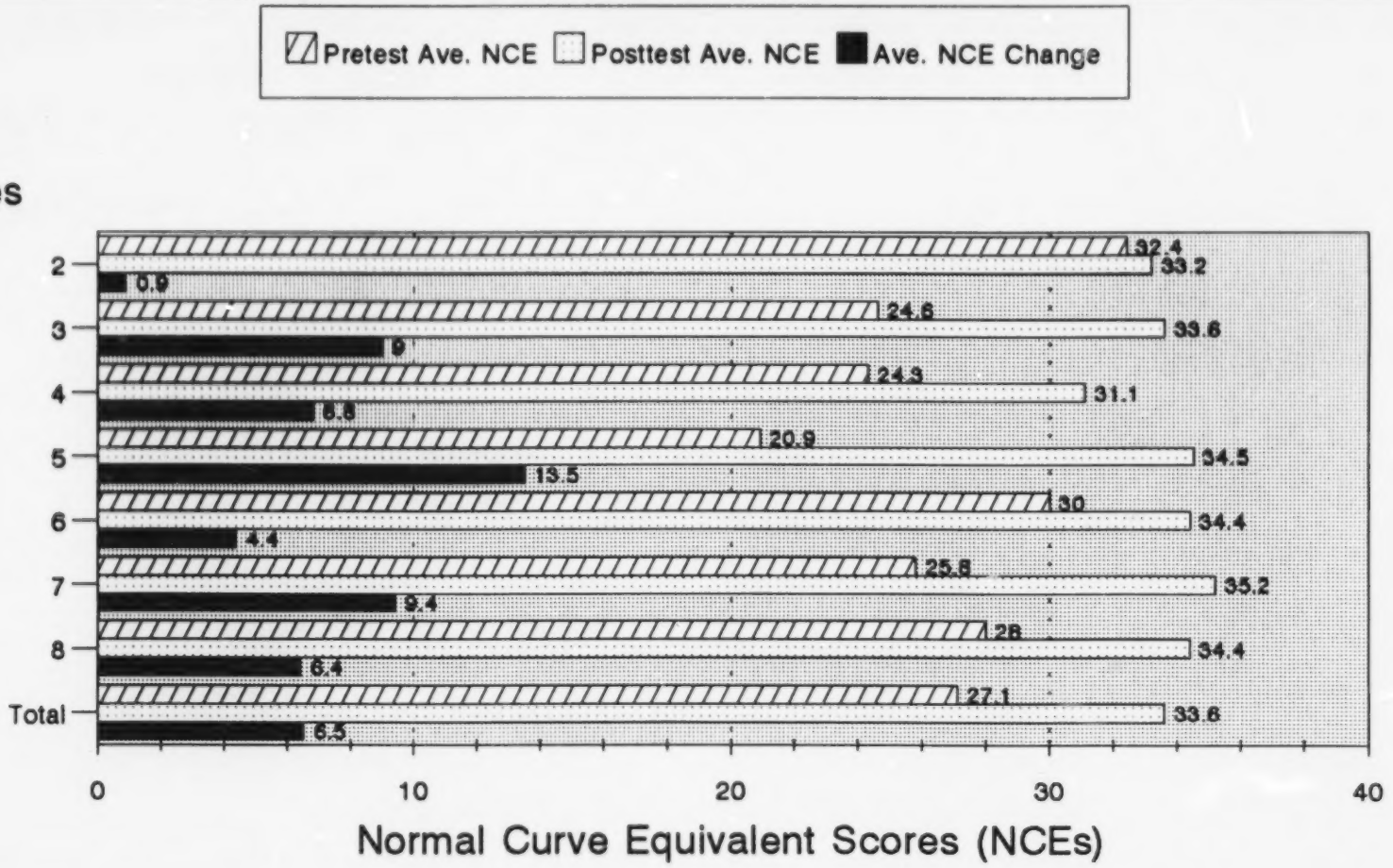
- Summary Statements for Aggregate Scores in Advanced Skills (Reading Comprehension score).

  > The aggregate average gain for the 2839 pupils in the evaluation sample was 6.5 NCEs.

Title I Reading Program 1995-96

Aggregated Advanced (Reading Comprehension) NCE Change Scores by Grade

FIGURE 13



P:\HG3\DATA\REED9596\FIGURE13.CH3 (FRPT155)

TITLE I READING PROGRAM

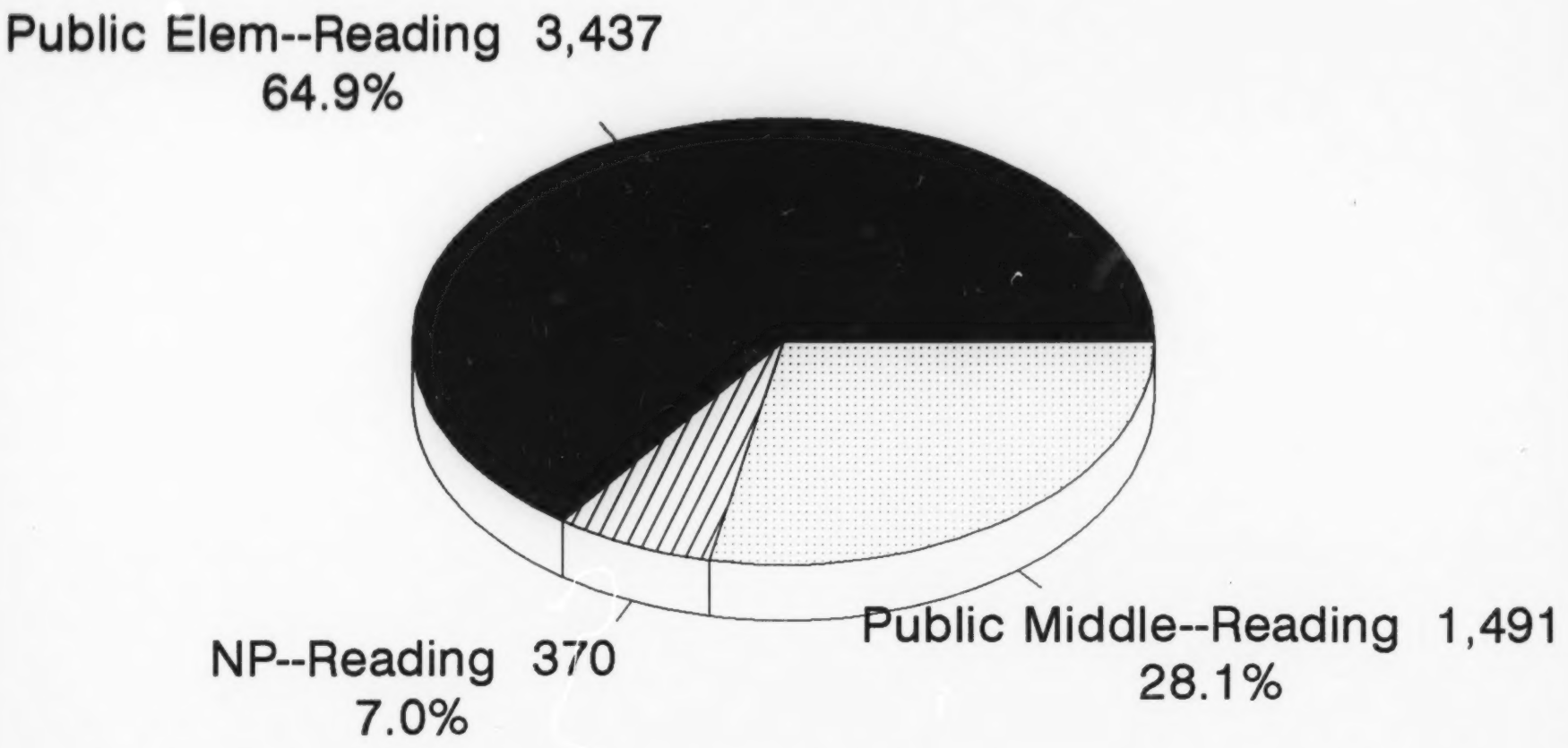
Parent Involvement Information

Parent Involvement data for all pupils served by project and across projects were collected for five different activities: Planning, Group Meetings, Individual Conferences, Classroom Visits, and Home Visits. Unduplicated counts of parents involved in these activities, total number of parent contacts (duplicated count), and number of parent contacts across all projects for pupils served are charted in the following figures.

Title I Reading Program 1995-96

Unduplicated Count of Parent Involvement for All Pupils Served by Project

FIGURE 14



Of the 5,298 pupils served, the unduplicated count of parents was 4,877 with 10,554 contacts (a duplicated count across activities).

p:\hg3\data\reed9596\figure14.ch3 (frpt 159)

Parent Involvement for 1995-96

Elementary and Secondary Education Act--Title I

- Teachers recorded parent involvement activities during the year on the Parent Involvement Log. Parent Involvement data are analyzed in two ways: the unduplicated count of parents who participated in parent involvement activities, and the overall parent involvement (parent contacts) in five specific activities, reported for all pupils served during the year. The charts which follow present the analysis of parent involvement in the program in terms of the unduplicated count of parents involved by project (Figure 14), the duplicated count of parent contacts for all pupils served by project (Figure 15), and the unduplicated count of parents and the duplicated count of parent contacts for all pupils served across projects for the five activities (Figure 16).

- Summary Statements for all public and nonpublic Reading (grades 1-8) project pupils.

  > Of the 5298 pupils served, the unduplicated count of parents involved was 4877 with 10,554 contacts (a duplicated count of contacts across five activities). Of the 4877 parents involved, 3437 were at the public elementary level, 1491 were at the public middle school level, and 370 were at the nonpublic level.

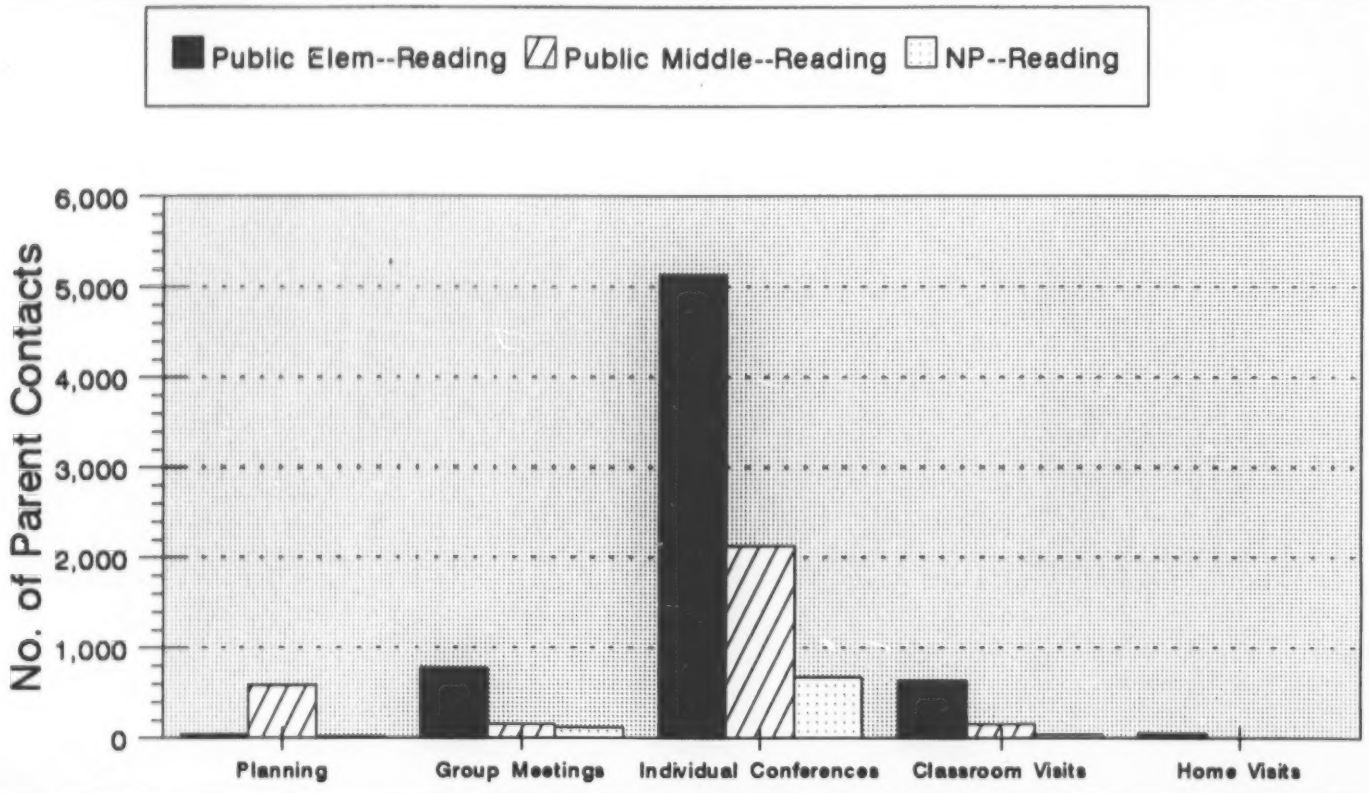
  > Individual Conferences accounted for more parent contacts than any other activity (5137 in the public elementary, 2128 in the public middle school, and 675 contacts in the nonpublic schools). Home Visits had the fewest parent contacts.

  > Of the 5298 pupils served, the totals, in descending order, for parent contacts in the five activities were as follows: individual conferences (7940 contacts); group meetings (1061 contacts); classroom visits (838 contacts); planning (649 contacts); and home visits (66 contacts) for a total unduplicated count of 10,554 contacts.

Title I Reading Program 1995-96

Duplicated Count of Parent Contacts for All Pupils Served by Project

FIGURE 15



Public Elem--Reading	50	782	5,137	636	58
Public Middle--Reading	583	160	2,128	164	8
NP--Reading	16	119	675	38	0

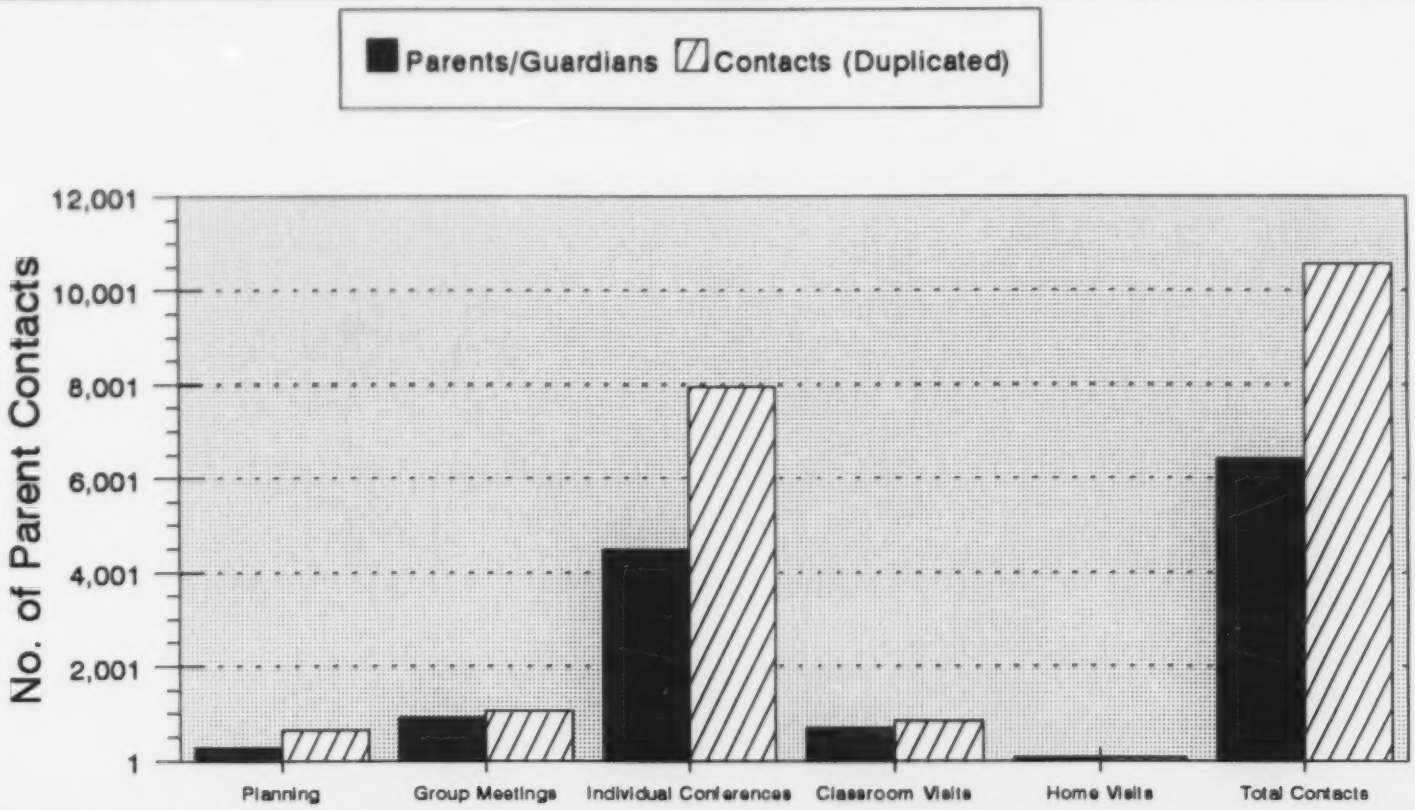
For the 5,298 pupils served, 10,554 parent contacts (duplicated count) were made across activities.

P:\HG3\DATA\REED9596\FIGURE15.CH3 (FRPT160-162)

Title I Reading Program 1995-96

Parent Involvement for All Pupils Served by Type of Activities

FIGURE 16



	Planning	Group Meetings	Individual Conferences	Classroom Visits	Home Visits	Total Contacts
Parents/Guardians	283	921	4,473	685	59	6,421
Contacts (Duplicated)	649	1,061	7,940	838	66	10,554

Of the 5,298 pupils served, 6421 parents made 10,554 contacts (duplicated count) across activities.

P:\HG3\DATA\REED9596\FIGURE16.CH3 (FRPT159)